

MINUTES

November 16-17, 2004

Hotel Monaco

Seattle, WA

November 16, 2004

Members Present:

Dawn Billings for	Rebecca Bowers
Terry Bergeson	
Carolyn Bradley	Carol Coar
Roger Erskine	Sheila Fox
Vicki Frei	Tim Knue
David Koyama	Kathryn Nelson
Dora Noble	Jamila Norris
Sharon Okamoto	Karen Rademaker-Simpson
Martha Rice	Ron Scutt
Dennis Sterner	Yvonne Ullas

Members Absent:

Terry Bergeson	Gloria Mitchell
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Staff Present:

Jennifer Wallace	Pamela Abbott
Esther Baker	Lin Douglas

APPROVAL OF MINUTES

MOTION: *To approve the minutes of the September 14-15, 2004 meeting.*
Motion carried.

MOTION: *To approve the minutes of the October 18, 2004 Emergency Meeting.*
Motion carried.

APPROVAL OF AGENDA

MOTION: *To approve the agenda.* Motion carried.

REPORT FROM WEST-B TECHNICAL ADVISORY COMMITTEE: CONSIDERATION OF USE OF GRE IN LIEU OF WEST-B REQUIREMENT FOR APPLICANTS TO MASTER'S DEGREE-LEVEL TEACHER PREPARATION PROGRAMS.

Chair, Kay Nelson introduced Esther Baker, program director for teacher assessments, and two members of the Technical Advisory Committee (TAC), Dr. Duncan MacQuarrie and Dr. Gordon Ensign.

Ms. Baker outlined the information the TAC reviewed and the process the TAC used to consider using the GRE in lieu of the WEST-B for Master's-level teacher preparation program.

The TAC advised the Board against the use of the GRE in lieu of the WEST-B for the following reasons.

1. The WEST-B was specifically developed to be valid for assessing the basic skills achievement of prospective teachers.
2. The GRE is an aptitude test, not a licensure test and would not recommend substituting it for licensure.
3. The GRE is an aptitude test for admission to graduate school and not an achievement test that tests the basic skills as required in RCW.
4. The GRE analytical writing section tests critical thinking and analytical writing skills. In addition, it assesses the ability to articulate complex ideas, analyze an argument, and sustain a focused coherent discussion. In contrast, the WEST-B evaluates focused and appropriateness, unity and organization, development and rational, usage and sentence structure.
5. Out of state applicants no longer lack access to the WEST-B.
6. Changes are in the works for the GRE and in October 2006 the changes will be implemented and we won't know what the test will look like until then.

In licensure testing there are very specific requirements. One key principle is that these are very specific content based assessments that assess the skills that they are prescribed to measure. The GRE is clearly not in the same category as a basic skills test. It is the feeling of the TAC that the GRE would not stand up in court like the CBEST and the PRAXIS I would.

The board then heard testimony from Dr. Carol Merz, Dean of the School of Education at University of Puget Sound (UPS), Dr. Doug Lamoreaux, associate professor at Pacific Lutheran University, and several graduate level students enrolled at UPS and PLU. The students as well as Dr. Merz and Dr. Lamoreaux expressed their concern with the test being "too easy", felt the requirement creates yet another barrier for those truly interested in teaching and felt the WEST-B should be waived for graduate level applicants. Dr. Merz also worries that with the bar set low, we are lowering the number of people wanting to enter the teaching profession.

Dr. MacQuarrie and Dr. Ensign responded to the students and higher education representatives and reminded them that the charge of the TAC and Board was to develop a licensure evaluation that is sufficient to protect the public against teachers who do not have basic skills. To well performing students, the WEST-B appears and should appear very simple. However, there is still a fairly high percentage of candidates who do not pass the WEST-B. That is the primary purpose of the WEST-B, to screen out those who do not possess basic skills.

The GRE is not the WEST-B and are not substitutable one for the other. They have two different purposes.

- GRE booklet emphasizes that it is not a measure of basic skills and should not be used to interpret those skills.
- WEST-B purpose is basic skills.

The Board was reminded that as a policy making board, decisions need to be made that are legally defensible. The makers of the GRE did not submit a proposal for Washington to use the GRE as the basic skills test; in fact they would say it is not appropriate.

MOTION: *To accept the recommendation of the TAC and not accept the GRE in lieu of the WEST-B.* Motion carried with two opposed.

ASSESSMENT UPDATE

Esther presented the data on the 2003-2004 test year. The data will be submitted to the Legislature in the 2004 Assessment Systems Report.

Admitted Candidates Reporting System

By September 1, 2004, Teacher preparation programs uploaded a list of all the admitted candidates to their programs as well as their status. After receiving this, NES went through all of the system and performed a match between any in their system and admitted candidates. NES sent back a list of matched admitted candidates to each teacher preparation program for confirmation or corrections. The preparation programs sent the list back to NES after changes were made. NES spent over a month preparing the data into tables, charts and graphs.

After the initial information was received, 196 people who were not matched admitted candidates. However, since the initial data release the PESB has received additional data showing that this number is less than ten.

Esther presented the data to the board as provided through the Admitted Candidates Reporting System. Her slides may be obtained from the website.

The TAC discussed raising the passing score of the WEST-B. At the January meeting we will have a full presentation on this recommendation of the TAC.

PUBLIC COMMENT

Dr. Jim Meadows from Washington Education Association provided public comment to the board.

1. Seems to be a need to determine which data are necessary to extrapolate on an annual basis. What do we want to know on an annual basis to inform whether or not we are making progress on an annual basis?
2. Need opportunities to disaggregate the data.
3. WEST-B is just one slice of an admissions decision, but it does inform a lot of other decisions or candidates' experience in becoming a teacher.
4. What role might or should the PESB have in addressing the achievement gaps?
 - a. What might we be seeing right now with the WEST-B that might occur with the WEST-E?
 - b. What types of policy recommendations the PESB might consider to various groups around the gaps?

PERMANENT RULE ADOPTION: WEST-B EXEMPTION

Esther reviewed the actions of the Board thus far relating to the emergency rule adoption of the WEST-B Exemptions.

MOTION: *To adopt WAC 181-01-002 with new language.*

MOTION: *To postpone the vote until the board receives the data they need to adopt the rule. Motion carried.*

2004 ANNUAL REPORT

Jennifer reviewed the draft annual report with the Board. The Board will adopt the report on day two.

PERMANENT RULE ADOPTION: WEST-B EXEMPTION (CONTINUED)

Members discussed the proposed rule. Some members expressed concern with not having perfect matches to the WEST-B, harming in-state candidates by holding them to a higher standard

MOTION: *To accept WAC 181-01-002 with language as follows:*

WAC 181-01-002 WEST-B Exemptions. Individuals from out of state applying for a Washington State residency teaching certificate under WAC 180-79A-257(1)(b), or out of state applicants to masters-degree level teacher preparation programs, in lieu of passing the WEST-B, may provide official documentation of scores on the Praxis I of 177 for the reading subtest, 176 for the mathematics subtest and 174 for the writing subtest, or scores on the Praxis I CBT computer-administered test of 325 for the reading subtest, 321 for the mathematics subtest, and 321 for the writing subtest, or passing scores from California or Oregon on the CBEST.

Motion carried with one opposed.

EXECUTIVE DIRECTOR REPORT

Jennifer Wallace provided a brief report of the office activities and provided a spreadsheet on the current budget.

SLP UPDATE

The Board will hear from a panel at the January meeting.

November 17, 2004

Members Present:

Dawn Billings for Terry Bergeson	Rebecca Bowers
Carolyn Bradley	Roger Erskine
Sheila Fox	Vicki Frei
Tim Knue	David Koyama
Kathryn Nelson	Sharon Okamoto
Ron Scutt	Dennis Sterner
Yvonne Ullas	

Members Absent:

Terry Bergeson	Carol Coar
Gloria Mitchell	Jamila Norris
Karen Rademaker	Martha Rice
Simpson	

Staff Present:

Jennifer Wallace	Pamela Abbott
Esther Baker	Lin Douglas

ALTERNATIVE ROUTES: UPDATE

Dr. Lin Douglas provided an update on the alternative route program and discussed the 05-07 biennial request as well as an update on the implementation of Pathway 2

Dr. Marna Miller from the Washington State Institute for Public Policy (WSIPP) provided a presentation on the Alternative Route Program Evaluation. The Board had several questions about the data used in the report. Dr. Douglas will work with WSIPP to resolve the issues.

WASHINGTON CAREER AND TECHNICAL EDUCATION COORDINATING COUNCIL PRESENTATION

Dr. Deborah Handy, Assistant Professor for Family and Consumer Sciences Teacher Educator at WSU discussed the letter she provided to the Board regarding the use of the Praxis II Family and Consumer Sciences (FACS) test. Dr Handy asked the Board to waive the Praxis II use for this endorsement area. It was suggested that the PESB look at the American Association for Family Consumer Sciences test as the test for this endorsement area.

Dr. V. Wayne Klemin, Professor, Business Education at Central Washington University asked the Board to consider using a different test to assess the business education as the endorsement area is constantly changing and he feels this test does not adequately test the content area. Dr. Klemin feels that by using this test, we are doing harm to the programs as they would need to go back in time instead of teaching cutting edge.

According to PESB files, there were 15 participants in the business education standard setting and validation panel, and 10 in marketing. The guideline from ETS is that teachers have 1-7 years of experience. Those with more should have recently served as a mentor to a teacher.

Jerry DeLuca from ETS informed the board that the tests go through review and revisions every 5 years. States go through their own process for validating the test for their state.

Mr. DeLuca offered to take the concerns back to the test developers and find out what the schedule for review is on these tests.

Jennifer reminded the board that the assignment the board received was to come up with a means of assessing what is on the endorsement competencies.

RESULTS AND RECOMMENDATIONS OF PASSING SCORES FROM PRAXIS II STANDARD SETTING AND VALIDATION STUDIES.

Jerry DeLuca provided the results and recommendations from the Earth Science, Family and Consumer Science and Theatre validation and standard setting studies.

Mr. DeLuca discussed the process ETS uses to review the test. There are strict guidelines on how much a test can be revised without being revalidated. (parameters around legal defensibility.) Antiquated questions can be removed and replaced with newer questions if the question is failed by all or answered correctly by all.

PUBLIC COMMENT

Deborah Handy described her experience with the standard setting process. Panelists were asked to rate for difficulty and rate for importance. Aware when you are looking at the question that it represents a body of questions. With such a low passing score, anyone wanting to be a teacher could be one. Of the 19 raters, 14 had 8+ years of experience.

Teresa Stone from OSPI is not surprised that only 3 percent would fail. She is more concerned with what is not on the test than what is.

Jeanne Harmon from the Center for Strengthening the Teaching Profession (CSTP) provided public comment.

In the alternative routes program where candidates do not have a lot of pedagogy background, the mentor relationship is a key to your plan and full time mentoring was probably one of the reasons you were funded. She emphasized, if the mentor stipend is \$500 it is not a stipend, it is an honorarium. If this is a key to the program, it might be time to incentivise the program.

Ms. Harmon would like to work with the board to convince the Legislature that this is important.

ADOPTION OF PASSING SCORES FOR PRAXIS II TESTS IN EARTH SCIENCE, FAMILY AND CONSUMER SCIENCE AND THEATRE.

Test revision process is fairly quick and changes are implemented within the next administrative year.

Earth Science

MOTION: *To accept the study value of 156 for the earth science test.*

MOTION: *To amend the original motion by striking from the original motion 156 and replace with 150, or one standard error of measurement (SEM)*

MOTION: *To accept an amended motion. Motion carried.*

MOTION: *To set and accept the study value of 150 for the Earth Science Praxis II test. Motion carried.*

Theatre

MOTION: *To accept 2 SEM above the study value to 560. Motion carried.*

Family and Consumer Sciences

MOTION: *To postpone any decision on this test until we have had an opportunity to consider a different test or a test from ETS that is a significantly revised test.*

MOTION: *To postpone action on the family consumer science praxis test until January when more information on an alternative test or revised test from ETS will be available. Motion carried.*

ANNUAL REPORT

MOTION: *To accept the annual report as revised. Motion carried.*

STATE BOARD PROPOSED RULE ADOPTION.

Jennifer Wallace discussed a position statement from the PESB to the State Board of Education and OSPI regarding the proposed rule adoption on clock hours. She will take language in the draft memo, frame it in a new light, and add some recommendations from the Math Report as a position statement to the State Board and OSPI.

The agenda item has been pulled from the December State Board agenda.

PUBLIC COMMENT

Dr. Meadows from WEA provided public comment and clarified that WEA did not approach the director of Professional Education and Certification at OSPI on this issue.

The clock hour issue is a loaded one. He is concerned by some wording in the PESB annual report and also in the math report. The PESB makes a strong case for moving away from a clock hour system to a performance based system, but it needs to be an option. WEA is not in favor of shifting everyone to a system where at a local level it may not work.

Jennifer provided a model on communicating with the State Board of Education regarding communications, strategies and procedures for process.

Members expressed interest in using the model for interfacing with other groups such as OSPI and WACTE.

ADJOURNMENT

Chair Kay Nelson adjourned the meeting.

NEXT MEETING

The next meeting of the PESB will occur January 12-13, 2004 in Olympia.